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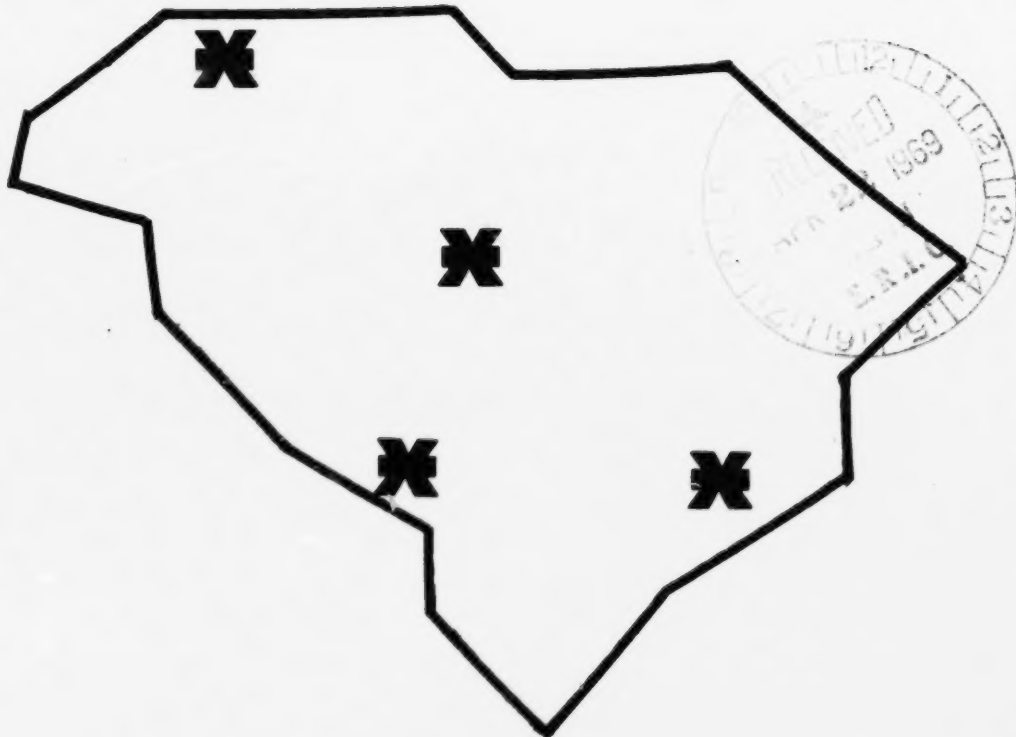
## ABSTRACT

One of 6 state reports of projects and programs operating in cooperation with the Regional Curriculum Project, the document highlights major curriculum-change programs in South Carolina which were initiated in 1966. The 4 projects reported are "Curriculum Study in Perkeley County," which had as its purpose the identification and elimination of weaknesses in curriculum; "Concentrating Remedial Instruction in the Primary Grades--Lexington and Richmond Counties," which involved meeting individual needs in the language arts; "Detailed Test Results Analysis in the Initiation of Curriculum Change--Spartanburg County," which revolved around teacher analysis of standardized test batteries in terms of individual skills; and "Motivating Capable but Non-achieving Pupils in Barnwell County," which had as its prime purpose the development of a curriculum and teaching patterns which would help culturally deprived pupils to achieve to capacity. Each project is viewed in terms of background, objectives, procedures and activities, and results or problems and/or weaknesses. A related document is RC 004 907. (AL)

# REGIONAL CURRICULUM PROJECT

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**local school projects  
in south carolina**

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## TABLE OF CONTENTS

|                                                                                             | Page |
|---------------------------------------------------------------------------------------------|------|
| Preface                                                                                     | i    |
| Curriculum Study in Berkeley County                                                         | 1    |
| Concentrating Remedial Instruction in the Primary<br>Grades—Lexington and Richmond Counties | 13   |
| Detailed Test Results Analysis in the Initiation of<br>Curriculum Change—Spartanburg County | 21   |
| Motivating Capable but Non-Achieving Pupils<br>in Bamwell County                            | 27   |

## PREFACE

When the Regional Curriculum Project was created under Title V, Section 505, of the Elementary and Secondary Education Act of 1965, it was designed to serve state departments of education. Neither local school systems nor individual schools were its intended clients. But those who first envisioned the project, those who promoted it, and those who took part in its creation were all mindful of the ultimate criterion for measuring any effort in the field of education: "What will it do for the students?" The Project was begun not to perform a study in a vacuum, nor yet simply to study ways of improving state departments of education. Its purpose, clearly stated from the beginning, has been to study "instructional leadership" by experimenting to determine "the role or roles of state departments of education in facilitating desirable change in the educational program for children and youth."

In none of its activities has the Regional Curriculum Project come closer to the real substance of education—the interaction among students and teachers in classrooms—than in its sponsorship of twenty-five change projects in twenty-four local school districts of the Southeast. These projects were designed to serve as laboratories for the examination of change by the RCP, and to serve later as places for testing of hypotheses involving in each case the role of a state department of education in relation to the changes occurring or failing to occur.

Six states have participated in the RCP, and in each of these states four local districts were selected to be the sites of change projects. Following are the stories of South Carolina's four projects—or, perhaps more accurately, the highlights of those stories. The South Carolina coordinator for the Regional Curriculum Project is responsible for the writing and for collection of the data, sources of which include observational and anecdotal records, interviews and group conferences with local systems and State Department personnel, and written reports. All that has occurred cannot be recorded. But in these pages an attempt has been made to tell enough of each story to show what the State Department of Education has done; how, and to what extent, it may be said that students and teachers in the classroom have been affected; and whether, at this early judgment, the results appear all good, all bad, or mixed.

Edward T. Brown  
December, 1968

## CURRICULUM STUDY IN BERKELEY COUNTY

### Background

Berkeley was the only county unit district among the four districts in South Carolina selected to participate in the Regional Curriculum Project as sites of local instructional improvement projects. The county is one of the most rapidly growing in the state. In 1930, with a pupil population of some 7,000, it ranked thirtieth among the state's forty-six counties. At present, with a pupil population of approximately 17,000, it ranks thirteenth among the counties and sixth among the state's 105 school districts. Most of this increase of 239 per cent has taken place during the last ten years. A rapid in-migration of whites caused by business and defense expansion has combined with an out-migration of Negroes to large cities and the North to cause a steady decline in the previously very high ratio of Negroes to whites in the county's population.

The county, named after Sir John Berkeley, one of the Lords Proprietors who founded the colony of Carolina in 1670, shows interesting contrasts in economy and population. The eastern third is comprised of the Francis Marion National Forest where there are controlled timber and pulpwood operations. A large section of the northwestern area is Lake Moultrie, a man-made body of water furnishing electric power, near which a steam plant has been added. Adjacent to the facility is a rapidly growing residential and recreational area. The Goose Creek and Hanahan communities are contiguous to the Polaris Submarine Base and in close proximity to the Naval Base, the Air Force Base, and numerous industries recently established. The rate of construction of new homes in Goose Creek makes it one of the fastest growing areas in the United States. Goose Creek and Hanahan are distinctly urban or suburban. Except for these sections and Moncks Corner, the county seat, the county is rural. Some communities even have dwindling pupil populations.

In area, Berkeley is the largest county of the state, and its schools are administered by five school areas: Moncks Corner, Hanahan, Cross, St. Stephen, and Macedonia. There are thirty schools, nineteen of them elementary.

South Carolina makes mandatory state accreditation of high schools. For elementary schools state accreditation, while encouraged, is voluntary. Only two elementary schools, Berkeley and Cross,

### Objectives of the Project

"Curriculum study for the purpose of identifying and eliminating weaknesses" was the title of the project selected at a local project planning workshop held in Athens, Georgia, in the summer of 1966 and sponsored by the Regional Curriculum Project. Among objectives of the local project were:

- . A careful study of the courses in schools to determine weaknesses which should be corrected;
- . An analysis of methods employed, to aid in selection of better means of instruction;
- . An investigation of materials and media on hand in local schools to see if they were sufficient and were properly used;
- . A study of construction needs to determine what additional space was needed in each location, particularly in those communities where the rapid influx of new pupils presented serious problems;
- . Through analysis of personnel to ascertain whether each person was properly fitted for his role and to determine what changes should be made;

Criteria of the Southern Association of Colleges and Schools were chosen as the basis for the curriculum study. Use of the criteria in the careful self-evaluation of each school were intended to lead to fulfillment of specific objectives:

- . Each school would attempt to become state-accredited.
- . Self-evaluation would lead to visits by Association teams for possible accreditation by the Association.
- . Use of the criteria would provide opportunity for more careful study of buildings, materials, curricula, personnel, philosophy, community needs, and objectives.
- . Pupil needs were to be surveyed and attempts made to meet those needs.
- . Attention would be focused on education problems brought on by the heavy influx of pupils in rapidly growing sections of the district.
- . Wide ranges in achievement levels of pupils in all areas would be studied and efforts made to bring up the lower levels to higher achievement.

### Procedures and Activities

The Assistant Superintendent in charge of the Moncks Corner Area, T. E. Johnston, was appointed local coordinator of the project. He brought the tentative idea for the activity from the Athens workshop and explained it to principals. The proposal was accepted by the principals; and after consultation with members of the staff of the State Department of Education, particularly Henry G. Hollingsworth, State Supervisor of High Schools, and W. Bruce Crowley, State Supervisor of Elementary Schools, criteria of the Southern Association of Colleges and Schools were selected as the basis for the study in each school of the district.

The principals realized that a study of schools would demand leadership, and that proper training in such leadership was needed. The University of South Carolina was approached to explore means of professional leadership through in-service training. T. E. Johnston, Bruce Crowley, and Willis Hanna of the Department of Education met with Dean John Otts and Dr. D. B. Pockat to discuss the problem.

At a second meeting, plans were made to conduct five sessions to be scheduled by the University's School of Education, with Dr. Pockat as coordinator of the program. This was the first time the University had been called upon for such a service. Topics selected for the sessions were "The Role of the Elementary Consul-

tant, " " Supervision of Instruction, " "How Children Learn, " "The Elementary School Library as an Instructional Materials Center, " and "What's Ahead in Elementary School Leadership?" Doctors Pockat, Cecil Tucker, Eva D. O'Shields, Alvin Munson, and John Otts were chosen to be consultants for the courses, which began in February and ended in April.

Plans were made for a two-day leadership conference to follow the in-service training sessions in May. The leadership conference was held with two nationally known consultants present, Dr. Ross Cox of the University of South Carolina and Dr. Henry Otto of the University of Texas.

Interest in the program for administrators led to plans for a series of workshops for classroom teachers in the 1967-68 session, and an application was filed under Title III of P.L. 89-10 to finance the program. Funding of the program, which occurred in April of 1968, was delayed until the district came into compliance with the Civil Rights Act of 1964. The first meeting was held in September for three days under local financing. Consultants included Dr. Paul Kinnard White of the University of North Carolina, Dr. Herbert Thelen of the University of Chicago, and Dr. Gerthon Morgan of the University of Maryland, as well as members of the staffs of the University of South Carolina and the State Department of Education.

Following the funding of the program a three weeks session was held on "Developing an Individualized Sequential Instructional Program." Dr. McNeil of the University of South Carolina was in charge of the workshop, which was attended by one teacher from each of the district's schools. The teacher was expected to take to her school what was learned during the three weeks session. Objectives of this three weeks in-service session were:

- . Development of skills in working with individuals and groups for more effective learning;
- . Development of understanding about learning, the instructional process, and individual differences;
- . Development of improved attitudes toward the importance of individualizing instruction;
- . Provision of practical assistance in dealing with problems encountered on the job.

In-service training workshops are being held for teachers during the 1968-69 school session with a consultant from the University of South Carolina in charge of the program.

In the meantime, members of the Department of Education consulted with local schools on procedures for self-study under SACS criteria. Sidney Cooper, then Assistant State High School Supervisor and now Assistant Director of the Office of General Education, and Dr. W. Bruce Crowley, Supervisor of Elementary Schools, were active in this effort, and studies of local schools proceeded.

SACS criteria provide for a careful self-study of schools. Courses of study are analyzed and changes made when necessary, and new courses are provided. Needs and interests of communities are carefully considered in the improvement of schools. Personnel undergo a self-analysis which brings about changes in methods of instruction.

Careful surveys of media and materials in local schools were made and the assistance of the State Department of Education was sought in determining what additional supplies were needed. Active consultants were Joel Taylor, Supervisor of Elementary Education; W. Owens Corder, Supervisor of Special Education; Nancy Day and Margaret Edwards, Supervisors of Library Services; Lane Trantham, Supervisor of Science; James P. Mahaffey, Supervisor of Reading; Daniel H. Sandel, Supervisor of Mathematics; Albert B. Somers, Supervisor of English; A. M. Moseley, Supervisor of Social Studies; Raymond Thigpen, Supervisor of Music; Sam Greer, Supervisor of Office Occupations; and Etta Dorn, Supervisor of Distributive Education.

Under Title I of P.L. 89-10, thirteen centers were established during the summer of 1968 for culturally deprived children of the district. At these centers reading difficulties, previously identified, received attention, and it is hoped that improvement in reading will make possible greater pupil achievement during the 1968-69 school session.

Title I of the Elementary and Secondary Education Act has been of great assistance in securing materials, and all schools are now supplied. Title II has been used in providing libraries and librarians for elementary schools, all of which now fully meet minimum requirements.

### Results

Self-study of schools and the changes resulting from self-study have brought about the state accreditation of sixteen elementary schools. Two more will receive accreditation during the 1967-68 school session. The remaining school, because of problems of pupil population, will have its accreditation delayed until next year.

In April of 1968, three secondary and four elementary schools were visited by evaluation teams of the Southern Association of Colleges and Schools. These schools are now applicants for official membership in that organization. It is expected that the remaining schools will receive visits in the near future.

Supplies, materials, and library books needed for proper instruction have been furnished and are now on hand. Attitudes, both of pupils and teachers, have undergone changes as a result. Where one level of material was used in a class, there are now levels according to ability, and performance has improved.

Surveys have been made of building needs, and construction has been geared to the needs shown.

Each school of the district, through many faculty meetings, committee assignments, and individual work, has gone through a process of self-study and self-evaluation. A report of how this evaluation was accomplished in each school has been filed with Mr. Johnston.

Teachers have been exposed to new ideas, new concepts, and new philosophies. Changes in teachers have been noted.

The educational problems of the rapidly growing areas have certainly not all been solved but attempts have been made to meet those problems.

Mr. Johnston sums up much of what has been accomplished, "We have gradual curriculum change in offerings within the curriculum. We have some curriculum changes in the schools in an attempt to meet the needs of each individual in the school. Almost

all of our schools now attempt to organize for instruction to take care of the slow learner, to bring in materials for instruction that will be made more adaptable to the child. Courses have been revised and actually constructed to a degree to meet the needs of children."

Although the district had excellent relations with the State Department of Education, administrators are more than ever conscious of the services offered by the Department. The State Department of Education has been able to work more as a team in Berkeley and has gone there for specific purposes.

Morale of the public is at a new high. Citizens realize what has been accomplished and are in more sympathy with schools.

#### Problems

The influx of pupils from almost every section of the United States has continued. Plans to meet the complex needs of this group undergo almost constant change. Space is always a problem in these areas, and solutions of proper housing must meet ever changing conditions.

Dwindling pupil populations in certain of the rural areas create additional problems for planning.

CONCENTRATING REMEDIAL INSTRUCTION  
IN THE PRIMARY GRADES

LEXINGTON AND RICHMOND COUNTIES

Background

Ballentine School District No. 5 is made up of a section of Lexington County and a portion of Richland County. It is suburban and rural in nature, with a large section devoted to recreation. The Irmo Section is part of the growing suburban area of Columbia and has a number of large industries. This is a rapidly growing community where an increasing population is constantly building new homes, which demands the construction of new schools and the enlargement and remodeling of those already present. One new school (Seven Oaks) opened during the 1966-67 school session. Construction during the year 1967-68 doubled the original size of the school, and it doubled its enrollment during the 1968-69 school year. Lake Murray, a reservoir constructed for hydroelectric purposes, covers much of the district and has become important as a recreational area. Many permanent homes are being built around the lake, which is within easy commuting distance of Columbia. The remainder of the district is rural.

Because of the concentration of industry and the boom in home construction, the district in per pupil assessment is the wealthiest in South Carolina. In 1966-67 it was second in the State in per pupil expenditure for current operations. Plans are on the drawing board for four new schools to house the influx of new students. Six schools at present are housing the current enrollment of 2800, a 13% increase over the previous session. The Ballentine District was to be integrated for the session of 1968-69, and all signs of the dual school system were to disappear. Richlex High School, formerly a Negro high school, was to become the district's integrated junior high school, and pupils of Richlex Elementary School were to be dispersed according to geographic lines. The administration is aggressive, forward looking, and extremely cooperative with the State Department of Education.

#### Objectives of the Project

At the Athens, Georgia, local project planning workshop sponsored by the Regional Curriculum Project in the summer of 1966, the decision was made to proceed with "An Attempt to Raise the Achievement Level of Low Achievers by Concentrating Remedial Instruction in the Primary Grades"

The following specific objectives were set:

- . Reasons for low achievement would be identified and help given where needed.
- . In raising levels of low achievement, concentration would be on language arts, especially reading.
- . There would be a careful search for appropriate materials and each classroom would be supplied with an adequate amount of needed materials.
- . A comprehensive testing program would be given to find the achievement levels of pupils and to identify individual interests and abilities.
- . Detailed records of the progress of students would be maintained, and programs tailored to meet individual needs.
- . In-service training programs for teachers would be planned, geared to meet needs of pupils as identified by testing and observation.

#### Procedures

Following the Athens workshop, at which F. S. Morris, Principal of Seven Oaks Elementary School, was appointed local project supervisor, a pre-school orientation program was held. Administrators and

teachers of the Unit were made acquainted with the project. Its purpose, needs and goals were carefully explained. The State Coordinator of the Regional Curriculum Project was present with the local project coordinator for this presentation.

In-service training programs for the teachers of the Unit were organized and conducted by the State Department of Education's Reading Supervisor, James P. Mahaffey. The reading consultant for the Scott Foresman Publishing Company also participated. Instruction was concentrated in primary grades but included all teachers of grades 1-6. The in-service program dealt with media, methods of teaching, testing, evaluating results, and re-teaching.

The Scott Foresman Basic Reading Tests were used throughout grades 1-6. The Stanford Achievement Tests were used in grades 3-6, and the Otis Tests were used in grades 2 and 6. The Basic Reading Tests provided for periodic achievement testing in the primary grades. These were administered, scored and evaluated by the classroom teacher, who used the findings for planning the lessons and meeting individual needs of pupils. Class summary sheets of test results were given to the school principal for his study and use. Arrangements were made for a few of the more severe problem cases to be further tested by the personnel of the Reading Clinic of the University of South Carolina, who provided the school with reports of their findings and recommendations.

The local project, while beginning in the Seven Oaks Elementary School, spread to other schools, particularly the Richlex Elementary School. Richlex School, perhaps because of the higher proportion of underprivileged pupils, received considerable attention and many tests were administered there.

The district has done much in supplying classrooms with needed materials. Each room is now adequately stocked with media, largely as a result of the local project's efforts.

A reading consultant was employed for 1966-67, which was the first time the district had utilized such a person. The reading consultant will become Director of Reading for 1968-69, and will further expand the program now underway.

To expand the services of the district further in carrying out the purposes of the local curriculum project, Mr. Morris consulted with the State Department of Education in August of 1966 regarding filing a project under Title III of P.L. 89-10. He consulted with Dr. Raymond O. Thigpen, Music Consultant, who had had experience with Title III projects, and with Dr. Donald C. Pearce, Coordinator of Title III. Decision was made to submit a formal project on January 15, 1967, to be funded in April of that year. Title III was then undergoing a reorganizational change which would set up six regions in the State, and the project was not officially filed.

In May, 1968, consultations with Michael V. Woodall, now Coordinator of Title III, revived interest in the project, which will be submitted at an early date.

In addition to the Department consultants already mentioned, Dr. A. M. Mosely, Social Studies Supervisor, has given considerable time to the district.

#### Strengths

Administrators of the district state that measurable improvement has been made in the teaching of language arts, in general, and reading, in particular, since the beginning of the project. The improvement in reading is due to identifying individual weaknesses and placing pupils, regardless of grade level, where they can best be served. This was noticeable when pupils of the fourth and fifth grades were seen reporting to the second grade for reading instruction. This type of individual instruction has received the enthusiastic endorsement of parents.

As mentioned earlier, a reading consultant was employed at the beginning of the project. The consultant has her office at the Richlex School, but her work is district-wide and she has been engaged in every school of the district. The program has grown to the point that additional reading teachers were employed during the 1968-69 school session and directed by the reading consultant.

The administration has become better acquainted with the capabilities and limitations of the State Department of Education. Better knowledge has resulted as to what assistance may be expected and a better understanding of why the Department was unable to assist in other ways. As a result, improved working relationships have been established. A better insight into the latest methods and media for teaching has come from this improved relationship.

Classrooms are organized into flexible reading groups, with materials suited to different levels. The district has spared no expense in furnishing media and materials where a need has been established.

#### Problems

The project has not been entirely successful in securing assistance for advanced testing and diagnosis of problem cases in connection with corrective or remedial teaching.

The testing service (machine scoring of achievement tests) promised by the State Department of Education was unsatisfactory. Test results were not received by the school until the last week of the 1966-67 session and the week after school closed for the year. This has been a problem encountered by other districts and is now being corrected by the Department of Education.

DETAILED TEST RESULTS ANALYSIS IN THE  
INITIATION OF CURRICULUM CHANGE

SPARTANBURG COUNTY

Background

Fairforest is the second most populous of the seven school districts of Spartanburg County. It adjoins the city of Spartanburg and district lines are often difficult to distinguish. The district is both urban and rural and is situated in the growing and industrialized section of the state. Although there is a great deal of manufacturing, in the rural areas agriculture is important — especially peach growing, which annually brings in many migrants. Fairforest is one of the more financially able districts and in 1966-67 was third in the state in its per pupil expenditures. Educational leadership has been strong, the schools above the average, and the attitude of the administration towards the State Department of Education most co-operative.

Concern regarding the predominant role of classroom instruction and the inefficient use of teacher time was voiced in the elementary schools of the district. Questions also were raised about the apparent lack of acquisition of basic skills by elementary pupils. A desire, then, was felt for a change in the mode of instruction in the district toward a more individualized approach to the needs of pupils, and the assumption was that such change would produce a higher level of achievement.

#### Objectives of the Project

"Exploration of the Effectiveness of a Detailed Analysis of Test Results (Individual Item Analysis) as a Means of Initiating Curriculum Change" was selected as the title of a local project. The primary hypothesis of the project was that teacher study of the individual item analysis of the results of achievement tests batteries in terms of individual, specific skills learned (or unlearned) would lead to a desirable change in the curriculum pattern, content, and practices of an elementary school classroom.

Stemming from the primary hypothesis were corollary hypotheses: first, that such study would lead to higher level of pupil achievement, and second, that teachers would develop a more favorable attitude toward individual instructional needs of children.

The project had the following specific objectives:

- . Relationship between teacher-assigned grades and pupil ability and achievement would be examined and a closer relationship between the two would be anticipated.
- . A more favorable reaction by teachers to individual instructional needs of pupils would be expected.

#### Procedures and Activities

The district's Director of Instruction, Dr. John H. Tillotson, was selected local supervisor of the project at the Athens, Georgia, workshop sponsored by the Regional Curriculum Project in the summer of 1966. In October, 1966, SRA Achievement Tests were given to approximately three hundred pupils of the fourth and sixth grades of Arcadia, Hilltop, and Lincoln Elementary Schools. The same grades were again tested with SRA materials in October, 1967.

The State Department of Education established a free test-scoring service under the supervision of Ted Freeman, and the 1966 tests were forwarded there for scoring.

A conference was held with Dr. Jack Duncan, Coordinator of the Department of Education's Title V program, and Mr. Freeman.

A decision was made to employ the facilities of the University of South Carolina to secure the computerized item analysis of test results.

It was hoped that this would provide means of service to the local project, would offer opportunity for State Department of Education personnel to consider the advisability of such a program for state-wide use, and would provide lines of communication between the Department of Education and the University of South Carolina for testing and computerized services.

#### Problems and Weaknesses

Dr. John H. Tillotson, who designed the local project at Athens in 1966 and who was instrumental in its beginning, resigned his position, and W. Keith Parris, Principal of the Arcadia and Live Oak Elementary Schools, was appointed to succeed him. Mr. Parris attended, with local participants and members of the Department of Education, the Athens workshop in the summer of 1967. He has shown a great deal of interest in the local project and has striven diligently for its welfare but has been handicapped by problems not of his making.

The free test-scoring service of the Department of Education had only recently been established when the local project was initiated, and it was found that the computer equipment was not on hand to perform the task in the time promised. On April 28, 1967,

the district requested the office to release all test materials to Jesse A. Coles, then State Coordinator of the Regional Curriculum Project, who made arrangements with the University's Computer Center to do the work, which was used at the Athens workshop.

On August 8, 1967, Dr. J. Foster Watkins of the staff of the Regional Curriculum Project wrote the Computer Center of the University giving in detail the information that was needed. In January, 1968, the University sent individual test analyses to Fairforest. The report sent did not contain all information needed by Mr. Parris and, through general misunderstanding, data desired by the local project is still not available.

Members of the Department of Education visit those districts extending invitations. The staff, limited in number, also goes to districts where they feel there is a need regardless of invitation. Schools of the Fairforest district are definitely above the average of the state and, consequently, visits there have been rather infrequent during the last two years.

Perhaps the local project in Fairforest may not have succeeded to date because of the lack of proper communication.

### Impact

While relationships between the Department of Education and the University of South Carolina have been cooperative, better lines of communication between the two to explore more efficient use of computerized services were desirable. In this area the local project performed a service.

## MOTIVATING CAPABLE BUT NON-ACHIEVING PUPILS IN BARNWELL COUNTY

### Background

In Barnwell County, thirty-two school districts have been merged into three, and a survey has been completed looking toward possible further merger into a county unit organization. Barnwell ranks thirty-seventh among the state's forty-six counties in population; and District 45, while the largest of Barnwell County's three districts, ranks seventy-third among 106 South Carolina school districts in pupil enrollment. Except during a brief period of population growth attributable to construction of an Atomic Energy Commission plant nearby, population has steadily diminished; in the 1966-67 school session the district's enrollment was almost a thousand pupils lower than it had been thirty years before.

The district contains the county seat of government, which is powerful in State government; in the town of Barnwell live the Speaker of the House and the Speaker Pro Tempore of the Senate, both ranking members of the General Assembly. The district, like the others in the county, is predominately rural. Although the Savannah River Plant of the Atomic Energy Commission (which absorbed almost half of the county) furnishes employment for many, the basic economy depends upon agriculture, pulpwood, and lumber.

A high percentage of underprivileged children has handicapped educational progress in Barnwell and, until a few years ago, little effort was made to improve schools, which remained somewhat static.

#### Objectives of the Project

"Motivating Capable but Non-Achieving Pupils" was the title chosen for a local project at a workshop held in Athens, Georgia, in the summer of 1966. The workshop was sponsored by the Regional Curriculum Project to plan and design projects for twenty-four school districts in six Southeastern states.

The purpose of the project in District 45 was to develop a curriculum and teaching patterns which would help capable but culturally deprived pupils to achieve to capacity in grades

1-3. There was to be an emphasis upon improvement of reading in the primary grades as a prerequisite for such achievement.

Specific objectives of the project were the following:

- Informing teachers of the latest methods through in-service programs and demonstrations;
- Awakening school administrators to problems of whose existence they were not aware;
- Designing a summer school to prepare pupils for entrance into the first grade and to improve the competency of those already enrolled;
- Giving tests to identify weaknesses of pupils and making efforts to meet the individual problems disclosed by the test results;
- Remedying the lack in many classrooms of materials of instruction and media;
- Seeking assistance from members of the staff of the State Department of Education.

### Procedures

At the Athens workshop W. C. Gunter, Principal of the Barnwell Elementary School, was appointed coordinator of the local project. Mr. Gunter returned to Athens for a 1967 workshop, along with others from his district and members of the Department of Education. In order to focus attention on the high percentage of underprivileged students, efforts were confined to the Butler Elementary School. A reading consultant had not been employed by the district before, and one was now employed through Title I funds. Three full-time reading teachers work with her. The reading consultant realized that many more pupils were not achieving to optimum besides those enrolled in the first three grades. Accordingly, the program was extended first through the sixth grade and then in 1967-68, through the eighth grade.

Jesse A. Coles, Coordinator of the Regional Curriculum Project, and James P. Mahaffey, Supervisor of Reading in the State Department of Education, made a number of visits to the district, and Mr. Mahaffey conducted a series of in-service workshops for teachers. A summer school was conducted after the 1966-67 session and was repeated following the 1967-68 school year. Stress was placed in summer school on reading, and a program of preparation for the first grade was given to underprivileged children.

Tests were given, and the results were compared with data available. The number of culturally deprived children was found to be considerably above the number expected. Title I funds were then used to purchase carefully selected materials to equip classrooms.

#### Strengths

Out of the Barnwell project has come much closer cooperation with the State Department of Education. Administrators and teachers realize as never before what services are rendered by the Department of Education, and calls have come for assistance where few were received before.

The project has made both teachers and administrators more conscious of the number of underprivileged children and of the needs that must be met for this group.

There have been decided changes in methods, and teachers are much more aware of the individual needs of pupils.

Title I funds have made it possible to stock classrooms with adequate supplies of new books, and the reading supervisor's office has extra materials available. Equipment and materials in great quantities have been added to the classrooms.

A series of tests has shown the weaknesses of pupils and has pointed up the individual differences among them. This has made possible the grouping of pupils according to ability. Where formerly all pupils were taught from the same book, now different levels are afforded them.

Pupils, according to test results, have shown higher levels of achievement than ever before. This has resulted in greater pupil satisfaction.

The district has agreed to carry on the work of remedial reading regardless of the availability of federal funds, and this shows an awareness on the part of officials of the seriousness of the problem.

#### Weaknesses

A number of problems have arisen. Among them were the unpreparedness of teachers and the need for instruction and demonstration. Unwillingness of teachers to accept culturally deprived children has handicapped the program, but this problem is gradually being overcome.

Although equipment was made available, teachers, according to reports, frequently would not use it. This material consisted of film strips, film strip machines, record players, movie projectors, pre-view machines, etc. Administrators felt that teachers believed

either that using equipment was a waste of time or that it required too much energy. Apparently there was a lack of basic training, or the refusal to accept and apply such training.

Additional problems included Mr. Gunter's resignation, effective the end of the 1967-68 school year, and the fact that the district was on a deferral basis with compliance and facing a possible loss of all Federal aid.

A Cooperative Program for the Study of Instructional Leadership Involving Experimentation in Determining the Role or Roles of State Departments of Education in Facilitating Desirable Change in the Educational Program for Children and Youth. (A Project under Title V, Section 505, Public Law 89-10, Elementary and Secondary Education Act of 1965.)

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